



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Stearns High School

SAU: Millinocket School Department

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2011-2012 NCLB Report Card



School: Stearns High School
SAU: Millinocket School Department
Grade: High School



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010	59	59	100	36	36	47	5	31	41	24	59	0	
	2010-2011	46	46	100	26	26	50	<1	26	43	30	45	1	0
Female	2009-2010	27	27	100	26	26	49	4	22	41	33			
	2010-2011	17	17	100	35	35	54	<1	35	35	29			
Male	2009-2010	32	32	100	44	44	46	6	38	41	16			
	2010-2011	29	29	100	21	21	46	<1	21	48	31			
Caucasian/White	2009-2010	58	58	100	36	36	48	5	31	41	22			
	2010-2011	46	46	100	26	26	51	<1	26	43	30			
African American/Black	2009-2010	0	0				28							
	2010-2011	0	0				23							
Hispanic	2009-2010	1	1	100			42							
	2010-2011	0	0				45							
Asian or Pacific Islander	2009-2010	0	0				41							
	2010-2011	0	0				51							
American Indian or Native Alaskan	2009-2010	0	0				27							
	2010-2011	0	0				35							
Economically Disadvantaged	2009-2010	22	22	100	23	23	31	5	18	50	27			
	2010-2011	27	27	100	19	19	34	<1	19	52	30			
Migrant	2009-2010	0	0											
	2010-2011	0	0											
Students with Disabilities	2009-2010	3	3	100			16							
	2010-2011	9	9	100			17							
Limited English Proficient	2009-2010	1	1	100			13							
	2010-2011	0	0				9							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010	59	59	100	37	37	45	5	32	44	19	59	0
	2010-2011	46	46	100	26	26	49	<1	26	37	37	45	1
Female	2009-2010	27	27	100	22	22	43	4	19	56	22		
	2010-2011	17	17	100	35	35	47	<1	35	18	47		
Male	2009-2010	32	32	100	50	50	47	6	44	34	16		
	2010-2011	29	29	100	21	21	51	<1	21	48	31		
Caucasian/White	2009-2010	58	58	100	38	38	46	5	33	45	17		
	2010-2011	46	46	100	26	26	50	<1	26	37	37		
African American/Black	2009-2010	0	0				22						
	2010-2011	0	0				21						
Hispanic	2009-2010	1	1	100			40						
	2010-2011	0	0				36						
Asian or Pacific Islander	2009-2010	0	0				51						
	2010-2011	0	0				62						
American Indian or Native Alaskan	2009-2010	0	0				28						
	2010-2011	0	0				32						
Economically Disadvantaged	2009-2010	22	22	100	23	23	28	9	14	45	32		
	2010-2011	27	27	100	26	26	31	<1	26	37	37		
Migrant	2009-2010	0	0										
	2010-2011	0	0										
Students with Disabilities	2009-2010	3	3	100			14						
	2010-2011	9	9	100			15						
Limited English Proficient	2009-2010	1	1	100			16						
	2010-2011	0	0				17						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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Group	Science Assessment Data																														
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students																			
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment																		
All Students																															
	2010-2011	46	46	100	30	30	44	<1	30	26	43	45	1																		
Female																															
	2010-2011	17	17	100	29	29	40	<1	29	24	47																				
Male																															
	2010-2011	29	29	100	31	31	48	<1	31	28	41																				
Caucasian/White																															
	2010-2011	46	46	100	30	30	45	<1	30	26	43																				
African American/Black																															
	2010-2011	0	0				19																								
Hispanic																															
	2010-2011	0	0				37																								
Asian or Pacific Islander																															
	2010-2011	0	0				49																								
American Indian or Native Alaskan																															
	2010-2011	0	0				26																								
Economically Disadvantaged																															
	2010-2011	27	27	100	22	22	29	<1	22	30	48																				
Migrant																															
	2010-2011	0	0																												
Students with Disabilities																															
	2010-2011	9	9	100			14																								
Limited English Proficient																															
	2010-2011	0	0				10																								

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 78%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Graduation Rate Target: 83%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	100	96	31	31	49	100	100	96	32	32	47	84	84	83
Caucasian/White	100	100	96	32	32	50	100	100	96	33	33	48	84	84	83
African American/Black	*	*	93	*	*	26	*	*	93	*	*	22	100	100	73
Hispanic	*	*	90	*	*	44	*	*	90	*	*	38	100	100	77
Asian or Pacific Islander	*	*	96	*	*	47	*	*	96	*	*	55	0	0	89
American Indian or Native Alaskan	*	*	89	*	*	31	*	*	88	*	*	30	0	0	67
Economically Disadvantaged	*	*	94	19	19	33	*	*	94	23	23	30	76	76	71
Students with Disabilities	*	*	91	*	*	17	*	*	91	*	*	15	75	75	65
Limited English Proficient	*	*	94	*	*	11	*	*	94	*	*	16	0	0	80

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

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Maine Teacher Quality Data



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	7	3	4	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	25

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.